

Paw -  
Bibl  
C

272

# CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE LIBRARY

700 JACKSON PLACE, WASHINGTON, D. C.

\*Reading List No. 29  
March 4, 1931

M. ALICE MATTHEWS  
*Librarian*

## \*\* HISTORY TEACHING AND SCHOOL TEXT-BOOKS IN RELATION TO INTERNATIONAL UNDERSTANDING

Select list of books, pamphlets, and  
periodical articles<sup>1</sup>

### BOOKS AND PAMPHLETS

**Altschul, Charles.** The American revolution in our school text-books; an attempt to trace the influence of early school education on the feeling towards England in the United States....with an introduction by James T. Shotwell. New York, George H. Doran company [c1917] 168 p.  
Reviewed by R. J. Davis in New York Nation, Oct. 4, 1917.

**American association of university women.** Committee on U. S. history text-books used in the schools of the United States. Report of the Committee on U. S. history textbooks used in the schools of the United States. [n.p., 1929] 15 p.

"A list of ... texts examined with the results of the examination"; p. 6-14.

**American federation of labor.** Committee on education. Investigation of textbooks. (In Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 323-326)

**American historical association.** Committee on history. Report of committee on history and other social studies in the schools. (In its Annual report for 1926. Washington, 1930. p. 107-132)

**The [American] legion history textbook.** (In American legion. Proceedings of sixth annual national convention, 1924. Washington, 1925. p. 133-135)

**The American legion school history of the United States;** Statement of principles of the American legion for the writing of their American history textbook, as well as their attitude toward present-day textbooks. (In Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 328-333)

\*A dash before an item indicates the same author as that of the preceding item.

\*\*Compiled by Mary Alice Matthews.

<sup>1</sup> Periodical articles begin at p. 9.

**American peace society.** The teaching of history in the public schools with reference to war and peace. Report of a committee of three appointed by the American peace society. Boston, American peace society, 1906. 27 p.

**Association for peace education, Chicago.** An analysis of the emphasis upon war in our elementary school histories. Chicago, The Association [1923] 23 p.

Caption title: The war emphasis in the histories used in our elementary schools and its impress upon the mind of the child. An analysis of the war and peace material found in history texts and supplementary readers in use in the schools of the United States.

**Association "Nederland in den vreemde" (Holland abroad).** Letter [and recommendation concerning an international treatise on history, geography, and national culture] (*In* League of nations. Committee on intellectual cooperation. Minutes of the 6th session, Geneva, July 27-30, 1925. p. 37-39)

**Baeumer, Gertrud.** Nationale und internationale erziehung in der schule. Berlin, Herbig, 1929. 28 p. (Schriftenreihe des Allg. deutschen lehrerinnenvereins, heft 5)

The tasks of national and international education and international supervision of school textbooks.

**Barnes, Harry E.** History and social intelligence. New York, A. A. Knopf, 1926. 597 p.

Some of the essays: The newest history; The race myth; World war guilt; History and international goodwill.

**Boston. School committee.** Report of and review on certain textbooks in history used in the schools. (*In* Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 317-321)

**California. Committee of five on American history textbooks.** Report. (*In* Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 306-311)

**Carlgren, Wilhelm.** Report concerning the relation of the historical textbooks of today to different national and international tendencies. (*In* International congress of historical sciences, 6th, Oslo, 1928. Résumés... Oslo, 1928. p. 378-379)

Preliminary notice of an international report concerning nationalism in textbooks undertaken by the World alliance for international friendship through the churches and the Universal Christian conference on life and work.

**Carnegie endowment for international peace. Division of intercourse and education. European bureau.** Enquête sur les livres scolaires d'après guerre. v. 1-2. Paris, Centre européen de la Dotation Carnegie, 1925-1927. 2 v.

At head of title: Dotation Carnegie pour la paix internationale. Direction des relations et de l'éducation.

Vol. 1 published also as Conciliation internationale, 1924. Bulletin no. 3.

The work was intended to be complete in four volumes, but only two volumes were issued.

Vol. I first published in 1923. 2. édition, 1925.

Contents: Vol. I, France—Belgique—Allemagne—Autriche—Grande-Bretagne—Italie—Bulgarie. Vol. II. Albanie—Belgique Flamande—Estonie—Finlande—Grèce—Hongrie—Irlande—Lettonie—Lithuanie—Luxembourg—Pologne—Roumanie—Royaume des Serbes, Croates, Slovènes—Russie—Tchécoslovaquie—Turquie.

**Carnegie endowment for international peace.** *Library.* Education and international peace. May 17, 1927. [Washington, D. C., 1927] 10 p. (Its Reading list no. 15)

**Carr, William G.** Education for world citizenship. Stanford University, California, Stanford university press, 1928. 225 p.  
History and world citizenship, ch. IX.  
History as a school for patriotism and nationalism; A program of reform.

**Claparède, Édouard.** L'enseignement de l'histoire et l'esprit international. Paris, Bureau français d'éducation, 1929. 62 p.  
Origin and evolution during the last ten years of the movement for an international spirit in the teaching of history; with some account of the inquiries into school textbooks.

**Conference on the cause and cure of war,** Washington, D. C., 1925. Report. New York, 1925. 375 p.  
Remarks on history teaching, by Donald A. Taft and others, p. 310-323.

**Conference on the teaching of history, February 14, 1925.** [Chicago, Association for peace education, 1925] 88 p.

**Dickson, Thomas J.** Critique on American school histories, conducted by Thomas J. Dickson, lieutenant colonel, Chaplains corps, United States army, retired.... Before the annual convention, Military order of the world war, Philadelphia, October 8, 1926. [Washington, D. C., c1926] 12 l.

**Gordy, Wilbur F.** Teaching peace in the schools through instruction in American history. Boston, American school peace league, 1909. 16 p.

**Gorman, John J.** Report of histories now in use in the public schools of Chicago, prepared by Hon. John J. Gorman and submitted to His Honor Wm. Hale Thompson, mayor of Chicago, and J. Lewis Coath, president of the Board of education, and the honorable members of the board. Chicago [1927] 13 p.

**Graves, William B., ed.** Readings in public opinion, its formation and control. New York, D. Appleton & co., 1928. 1281 p.  
The school and public opinion, p. 199-253.

**Hamlin, Charles H.** The war myth in United States history. New York, Vanguard press, Association to abolish war, 1927. 93 p.  
Examination of the causes and real nature of the seven major wars in which the United States has been engaged.

**Hart, Albert B.** School books and international prejudices. New York, American association for international conciliation, 1911. 13 p. (International conciliation. January, 1911, no. 38)

**Hayes, Carlton J. H.** Essays on nationalism. New York, Macmillan, 1926. 279 p.

“The doctrine of nationalism was primarily the work of intellectuals—of scholars and litterateurs,” writers of national history, historians of national literatures, poets, dramatists, novelists.

—France, a nation of patriots. New York, Columbia university press, 1930. 487 p.

The educational system and textbooks, p. 35-63.

Appendix A. Digest of typical textbooks in French schools for instruction in history, morals and civics, geography and reading, p. 343-349.

**International committee of historical sciences.** *Commission pour l'enseignement de l'histoire.* [Reunion et circulaires] (In its Bulletin, 1920, v. 2: 141-150; 479-486; 667-688)

**International congress of historical sciences, 6th, Oslo, 1928.** La nationalité et l'histoire, ensemble d'études [read at the sixth International congress of historical sciences] par Halvdan Koht [and others] International committee of historical sciences. Bulletin, Oct. 1929, v. 2, pt. 2, no. 7, p. 211-320.

Contents: Halvdan Koht—L'esprit national et l'idée de la souveraineté du peuple; Louis Eisenmann—Quelques aspects nouveaux de l'idée de nationalité; Marcel Handelsman—Le rôle de la nationalité dans l'histoire du Moyen âge; Hermann Oncken—Deutsche geistige einflüsse in der europäischen nationalitätenbewegung des 19. jahrhunderts; H. Steinacker—Volk, staat, heimat und ihr verhältnis bei den romanisch-germanischen voelkern; T. Walek-Czernecki—Le rôle de la nationalité dans l'histoire de l'antiquité.

**International moral education congress, 3d, Geneva, 1922.** L'esprit international et l'enseignement de l'histoire; études présentées au troisième congrès international d'éducation morale. Neuchatel, Delachaux & Niestlé, s. a. [1922] 234 p. (Collection d'actualités pédagogiques)

**Jordan, David Starr.** A plan of education to develop international justice and friendship.... The Raphael Herman \$25,000 award. Augusta, Me., World federation of education associations, 1925. 20 p.

Printed also in Proceedings of World federation of education associations, Toronto, 1927, p. 193-201.

The plan makes recommendations for investigation of history text-books and more intelligent teaching of history.

**Kawerau, Siegfried.** Alter und neuer geschichtsunterricht. Leipzig, E. Oldenburg [1924] 108 p. (Entschiedene schulreform, hft. 18)  
Relates to the "school history text-book question."

**Kendig-Gill, Isabelle.** War and peace in United States history text-books. Washington, D. C. [1923] 12 p. (National council for prevention of war. Educational series, pamphlet no. 2)

**Lasker, Bruno.** Race attitudes in children. New York, Henry Holt & co., 1929. 394 p.

What children learn at school: history, p. 153-162. What school can do: history, p. 315-317.

**League of nations. Committee on intellectual cooperation.** Means of preventing the formation of erroneous opinions in regard to different countries: proposals of the association "Holland abroad" and of M. Cesares. [Text of proposal concerning the correction in school books of passages likely to interfere with intellectual agreement between nations, and resolution adopted] (In its Minutes of the sixth session, Geneva, July 27-30, 1925. p. 13-15)

—**International committee on intellectual cooperation.** Report of the sub-committee of experts for the instruction of youth on the aims of the League of nations. (3) Revision of text-books [discussion and adoption of resolution] (In its Minutes of the 12th session, Geneva, July 23-29, 1930. p. 76-79)

—**International committee on intellectual cooperation.** Resolution adopted by the Plenary committee [enquiry regarding school text-books of history, geography, etc.] (In its Report by the committee on the work of its twelfth session. Geneva, Aug. 11, 1930, p. 7)

**Leuliette, Victor.** The spirit of history teaching; attitude of the teacher towards war. [London] School peace league [1924?] [8] p.

**Lhéritier, Michel.** Education et vérité. L'histoire et le rapprochement des peuples; Les nouvelles sciences d'organisation dans le prolongement de l'histoire. (*In* International congress of historical sciences, 6th, Oslo, 1928. Résumés.... Oslo, 1928. p. 374-377

**Lippmann, Walter.** American inquisitors; a commentary on Dayton and Chicago. New York, The Macmillan company, 1928. 120 p. (Barbour-Page lectures, University of Virginia. 1928)

"The subject of these lectures is the predicament of the modern teacher under popular government during the conflict over religious fundamentalism and over patriotic tradition."—Pref.

**Lobingier, Elizabeth M.** Educating for peace. Boston, Pilgrim press, c1930. 216 p.

Textbooks of history, p. 123-125.

**Madeley, Helen M.** History as a school of citizenship.... London, New York [etc.] Oxford university press, 1920. 106 p.

"Good teaching will often bring out the wastefulness of war as vividly as its heroism."

**Miller, Charles G.** The poisoned loving-cup; United States school histories falsified through pro-British propaganda in sweet name of amity. Chicago, National historical society, 1928. 208 p.

Reviewed in Spectator, March 31, 1928, p. 503.

—Treason to American tradition; the spirit of Benedict Arnold reincarnated in United States history revised in text books. A study of eight altered school histories. Los Angeles, Sons of the revolution in the state of California, c1922. 46 p.

**National board for historical service.** Opportunities for history teachers. The lessons of the great war in the classroom. [Washington, Govt. print. off., 1917] 22 p. ([U. S.] Bureau of education. Teachers' leaflet, no. 1, 1917)

**National education association.** Committee on propaganda in the schools. Report of the committee on propaganda in the schools. Presented at the Atlanta meeting of the Association, July 1929. [n. p., 1929] 47 p.  
Textbooks and propaganda, p. 12.

**New York (City) Board of education.** Committee to investigate charges made against certain history textbooks in use in public schools of the city of New York. Report of the Committee to investigate the charges made that certain history textbooks in use in the public schools of the city of New York contain matter which is in derogation of the achievements of our national heroes, of the founders of the republic, and of those who have guided its destinies; and that some books contain propaganda. [New York, Stillman appellate printing company] 1922. 176 p.

On cover: Report on history text-books used in the public schools of the city of New York.

—**Commissioners of accounts.** Report on investigation of pro-British history textbooks in use in the public schools of the city of New York.... by David Hirshfield, commissioner of accounts.... [New York, M. B. Brown printing & binding co., 1923] 75 p.

**New York (State) Laws, statutes, etc.** The Lusk laws of New York regarding instruction in patriotism and citizenship, etc. (*In* Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 301-305)

Under the Lusk law persons failing to secure a certificate of loyalty were forbidden to teach in the schools of New York. *See Law of New York, 1921, ch. 667.*

**Nordenskjöld, Otto.** School text-books in history. (*In* Universal Christian conference on life and work, Stockholm, 1925. The Stockholm conference, 1925. London, Oxford university press, 1926. p. 618-627)

**Pierce, Bessie L.** Civic attitudes in American school textbooks. Chicago, University of Chicago press, c1930. 297 p.

“List of books analyzed”, p. 256-282.

From the study of some 400 textbooks most commonly used in American public schools—textbooks in history, geography, foreign languages, music, readings, civics—Dr. Pierce has discovered the source of American reactions to civic situations.

—Control of history teaching. Chicago, Association for peace education [1925] 20 p.

—Public opinion and the teaching of history in the United States. New York, A. A. Knopf, 1926. 380 p.

Bibliography: p. [337]-354.

Contents: Part I. Statutory regulation of the teaching of history. Part II. The activities of propagandist agencies. Attempts to control textbooks. The attack on history textbooks since 1917.

**Pinnow, Hermann, ed.** Deutschland im lichte ausländischer schulbücher der nachkriegszeit; im auftrage des Verbandes deutscher geschichtslehrer. Berlin, Verlag für kulturpolitik, 1927. 109 p.

**Power, Eileen.** The teaching of history and world peace. (*In* Marvin, F. S. Evolution of world peace. London, Oxford university press, 1921, p. 179-191)

**Prescott, Daniel A.** Education and international relations; a study of the social forces that determine the influence of education. Cambridge, Harvard university press, 1930. 168 p. (Harvard studies in education.... v. 14)

The organized opinion of teachers, ch. V.

**Prudhommeaux Jules J.** Pour la paix par l'école: ce qui a été fait en France pour lutter contre les livres scolaires contraires au rapprochement des peuples (1923-1928) 2. ed. Nimes, Paix par le droit, 1928. 38 p.

**Reimann, Arnold.** Gutachten über die deutschen geschichtslehrbücher, erstattet im auftrage des Verbandes deutscher geschichtslehrer an die schulbuchkommission der World alliance for Christian work and life. Stockholm, A. B. Magn. Bergvalls förlag [1928] 77 p.

This is vol. II, supplement, to the “Report on nationalism in history textbooks”, Stockholm, 1928.

**Rutherford, Mildred L.** A measuring rod to test text-books and reference books in schools, colleges and libraries. [Athens, Ga., 1919?] 23 p.

Prepared at the request of the United Confederate veterans, for dissemination of truths of Confederate history.

**Scott, Jonathan F.** The menace of nationalism in education. London, G. Allen & Unwin ltd. [1926] 223 p.

A study of schools and textbooks in Europe leads to conclusion that they do not promote the cause of international friendship.

**Shillito, Edward.** Life and work, the Universal Christian conference on life and work held in Stockholm, 1925. London, Longmans, 1926. 104 p. Work of Commission IV (the question of textbooks used in education) p. 87-88.

**Sons of the American revolution.** *Kentucky society.* Denatured American histories; brief of Kentucky committee, prepared for state textbook commission, and report of National committee [on patriotic education] to the Nashville congress, Sons of the American revolution. n. p., 1923. 15 p.

**Spiller, Gustav.** A summary of constructive points in the problem of history teaching. (In International committee of historical sciences. Bulletin, Dec. 1930, v. 2: 858-860)

How history manuals for schools should be written.

**Starr, Mark.** Lies and hate in education. London, Hogarth press, 1929. 197 p.

"The book deals not merely with the actual lies and distorted information contained in many school history books... but with the far more difficult question of lies by implication and omission."

"White list of textbooks", p. 180-188. Bibliography, p. 193-194.

**Taft, Donald R.** Historical textbooks and international differences. Chicago, Association for peace education [1925] 22 p.

Short article by same author, under above title, published in Progressive education (Washington) 1925, v. 2: 92-96.

**Tyler, Lyon G.** Propaganda in history. 2d ed., rev. Richmond, Richmond press, inc., printers, 1921. 20 p.

**U. S. Congress House. Committee on military affairs.** World war history. Hearing before the Committee on military affairs.... 69th Congress, second session. A statement on American school histories, by Lieut. Col. Thomas J. Dickson.... Jan. 19, 1927. Washington, Govt. print. off., 1927. 29 p.

**Universal Christian conference on life and work, Stockholm, 1925.** Report on nationalism in history textbooks, prepared and compiled by the Working committee of a special commission on education, Stockholm. [Edited by Wilhelm Carlgren and signed by Verner Söderberg] Stockholm, A. B. Magn. Bergvalls förlag [1928] 2 v.

"A special commission on education was appointed conjointly by the World alliance for promoting international friendship through the churches and the Universal conference on life and work." A working committee of this commission made this report to the International congress of historical sciences, Oslo, 1928, and the conference of the World alliance for international friendship held at Prague, Aug. 24-30, 1928.

"The present report has had to be limited to a certain number of European countries, sixteen in all, viz. Austria, Belgium, Czechoslovakia, Denmark, Estonia, Finland, France, Germany, Holland, Hungary, Italy, Latvia, Norway, Poland, Sweden, and Switzerland."

Volume II, supplement, contains the report on German history textbooks made for the committee by the president of the German history teachers association, Dr. Arnold Reimann.

**Viereck, George S.** Spreading germs of hate. New York, Horace Liveright, 1930. 327 p.  
Three thousand historians see red, p. 191-198.

**Wisconsin.** *Laws, statutes, etc.* Wisconsin law of 1923 affecting history textbooks. (In Pierce, Bessie L. Public opinion and the teaching of history in the United States. New York, 1926. p. 327-328)

**Wister, Owen.** A straight deal; or, The ancient grudge. New York, The Macmillan company, 1920. 287 p.  
History astigmatic, ch. VIII.

**World federation of education associations.** Proceedings of the first biennial conference held at Edinburgh, July 20-27, 1925. Edinburgh, Scottish national (conference) committee, 1925. 2 v.  
References to textbooks in Index (v. 2).

—Proceedings of the second biennial conference held at Toronto, Canada, Aug. 7-13, 1927. Augusta, Me., World federation of education associations [1928] 834 p.

Committee No. 2—Teaching of history [reports and discussion and report of Committee on textbooks for the United States] p. 220-230.

## PERIODICAL ARTICLES

**A B C of hate; international hatred is fostered in the public schools** [Reply of J. H. Robinson. Should America be included] New republic (New York) Feb. 19 and Mar. 19, 1930, v. 62: 5-6; 130.

**Accepted fable; causes of the European war as set forth in school histories.** Freeman (New York) June 27, 1923, v. 7: 366-367.

**Adams, James T.** History and the lower criticism. Atlantic monthly (Boston) Sept. 1923, v. 132: 308-317.

Review of recent attacks upon historians and their treatment of American history, particularly Anglo-American relations.

**Adams, W. I. L.** Right and wrong ways of teaching history. Current history (New York) July 1922, v. 16: 550-551.

The President general of the Sons of the American revolution favors censorship of American history textbooks used in our schools and colleges.

**Albert-Petit, A.** L'enseignement historique et l'esprit de paix. L'Esprit international (Paris) Oct., 1928, v. 2: 547-559.

Reviewed by E. M. Lynskey in Social science abstracts, Dec., 1929 (1585).

—L'esprit large; les manuels d'histoire. Journal des debats (Paris) April 27, 1928, v. 35, pt. 1: 693-694.

**American historical association.** Censorship of textbooks; resolutions. Historical outlook (Philadelphia) Mar., 1924, v. 15: 124.

**Angoff, Charles.** The higher learning goes to war. American mercury (New York) June, 1927, v. 11: 177-191.

College professors and history teaching.

—When truth goes to war. American mercury (New York) March, 1928, v. 13: 355-364. Atrocities committed during the Civil war in the United States as recorded in the press.

**Attitude of our textbooks toward England.** Educational review (New York) Dec., 1918, v. 56: 424-429.

**Barnes, Harry E.** The essentials of the new history. Historical outlook (Philadelphia) May, 1927, v. 18: 201-210.

—The new history and international understandings. Progressive education (Washington) 1925, v. 2: 72-76.

—Seven books of history against the Germans. New republic (New York) Mar. 19, 1924, v. 38, pt. 2: 10-15.

**Beard, Charles A.** History in the public schools. New republic (New York) Nov. 16, 1927, v. 52: 348-350.

**Carlgren, Wilhelm.** Kriget in skolan. Nationalism och pacifism i historieundervisningen. Nordisk tidsskrift för vetenskap, konst och industri, 1929, v. 5: 296-310.

Analysis of evidences of nationalism in school textbooks of history as found in two reports: "Enquête sur les livres scolaires d'après guerre" (Paris, 1925-1927), and "Report on nationalism in history textbooks." (Stockholm, 1928)

**Cashman, J. E.** Speech prohibiting the use of public school textbooks containing propaganda favorable to any foreign government. Wisconsin magazine of history (Madison) June, 1923, v. 6: 444-449.

**Chicago's schoolbook situation.** Progressive magazine (Chicago) Nov., 1927, v. 11, no. 1, p. 5-9.

**Colby, Elbridge.** An army view of history teaching in the schools. Current history (New York) Feb., 1928, v. 27: 634-638.

Historical experts in the United States Army call our history textbooks over-patriotic and sentimental.

**Craven, Avery O.** The South in American history. Historical outlook (Philadelphia) March, 1930, v. 21: 105-109.

**Davis, Royal J.** Our lukewarmness towards England; influence of history textbooks. Nation (New York) Oct. 4, 1917, v. 105: 364-365.

Review of Charles Altschul's book entitled "The American revolution in our school textbooks.

**Dean, Arthur.** Historians with axes. Journal of education (Boston) Feb. 18, 1929, v. 109: 200.

**Dickson, Thomas J.** School histories called inaccurate, many contain gross errors concerning the world war. New York Times, Nov. 21, 1926, II, 1, 19.

—War fables taught in American schools. Current history (New York) Aug., 1927, v. 26: 669-675.

**Eagleton, Clyde.** The attitude of our text-books toward England. Educational review (New York) Dec., 1918, v. 56: 424-429.

**Europe's textbooks on how to hate.** American review of reviews (New York) May, 1925, v. 71: 553-554.

**Faulkner, H. U.** Perverted American history. Harper's magazine (New York), Feb., 1926, v. 152: 337-346.

Reprinted in "Readings in public opinion", ed. by W. B. Graves. New York, 1928. p. 220-234.

**Ferrière, Ad.** La réforme de l'enseignement de l'histoire. (*In* Bureau international des fédérations nationales du personnel de l'enseignement secondaire public. Bulletin international, no. 15, mars, 1926, p. 8-14)

**Fox, Dixon R.** Mayor Thompson and the American revolution. Contemporary review, Nov., 1928, v. 134: 600-607.

The fight of Chicago's mayor against King George not taken seriously in America.

**Ghent, W. J.** School-books and patriotic propaganda. Outlook (New York) Dec. 15, 1926, v. 144: 505-508.

The Continuation committee of the World conference on life and work, in session at Bern, has decided that school books of various nations disseminate propaganda that threatens world peace. A review of the Enquiry made by the Dotation Carnegie and the "Menace of nationalism in education", by J. F. Scott.

**Gooch, George P.** History as a training for citizenship. Contemporary review, March, 1930, v. 137: 347-352; New era (London) April, 1930, v. 11: 67-70.

- Grattan, C. Hartley.** The historians cut loose. American mercury (New York) Aug., 1927, v. 11: 414-430.  
How historians treated the question of responsibility for the European war.
- Green, George H.** Prejudiced youth, how the opening mind becomes warped [by books and pictures] Headway (London) Feb., 1931, v. 13: 29-30.
- Hadamard, J.** Un nouveau pas à faire dans la voie de la paix. Les manuels scolaires. Paix par le droit (Nimes) Jan., 1930, v. 40: 1-4.
- Harris, W. C.** The use, the abuse, and the writing of textbooks in American history. Mississippi Valley historical review (Lincoln, Neb.) Nov., 1921, suppl. 299-303.
- Hart, Albert B.** "Treasonable" textbooks and true patriotism. Current history (New York) Feb., 1928, v. 27: 630-632.
- Heckel, Albert K.** Pure history and patriotism. Historical outlook (Philadelphia) March, 1925, v. 16: 106-110.
- Herskovitz, Melville J.** What your child learns. Nation (New York) Sept. 17, 1924, v. 119: 282-284.  
Analysis of three recent textbooks in social science courses.
- High school teachers association of Washington, D. C.** Text books of American history; resolutions adopted. School and society (New York) June 16, 1923, v. 17: 657.
- History and fiction as international trouble-makers.** Literary digest (New York) July 7, 1923, v. 80: 36-37.
- How American history is written.** Blackwood's Edinburgh magazine, 1896, v. 159: 107-120.
- Hubben, Wilhelm.** Die entgiftung des französischen schulbuches. Die Friedenswarte (Berlin) Dec., 1928, v. 28: 356-358.
- Hughes, Rupert.** Plea for frankness in writing history. Current history (New York) Feb., 1928, v. 27: 625-630.
- International implications of education,** from the Report of the proceedings of the Commission on the international implications of education of the World conference on international justice, Cleveland, O., May, 1928. Advocate of peace (Washington, D. C.) Sept., 1928, v. 90: 535-583.  
Addresses by John J. Tigert, Cornelia S. Adair, Herbert A. Miller, Rev. D. M. Solandt, George F. Zook, L. D. Egbert, H. B. Wilson, and Augustus O. Thomas.
- Italy to scrap school history books** [and to replace them by books on fascist achievements] New York Times, Dec. 30, 1928, p. 2.  
The "Libri del Stato" are described in World tomorrow (New York) Feb., 1931, v. 14, p. 38.
- Jacowitz, Jacob.** History textbooks under fire. National education association. Journal, March, 1922, v. 11: 117-118.
- Jameson, John F.** A "pure history law" [in Wisconsin.] American historical review (New York) July, 1923, v. 28: 699-701.
- King, A. K.** The place of history in improving international relations. bibliog. High school journal (Chapel Hill, N. C.) Jan., 1930, v. 13: 17-22.

**Lasswell, H. D.** Prussian textbooks and international amity. *Journal of social forces* (Chapel Hill, N. C.) May, 1925, v. 3: 718-722.

**Let's everybody revise everybody's textbooks.** *China weekly review* (Shanghai) Nov. 5, 1927, v. 42: 227-228.

**Lew, Timothy T.** China in American school text-books. *Chinese social and political science review, Special suppl.*, July, 1923, v. 6-7.

**Lex, pseud.** War-like spirit and the teaching of history. *Spectator* (London) Sept. 10, 1927, v. 139: 375-376.

**Lutz, Paul E.** Nationalism in German history textbooks after the war. *bibliog.* *Historical outlook* (Philadelphia) Oct., 1929, v. 20: 273-279.

Results of author's study of fifteen history books; reviews of reports on history textbooks made by the Carnegie endowment for international peace, the History teachers' association in Germany, and the report on nationalism in history textbooks made under the joint auspices of the Universal Christian conference on life and work and the World alliance for international friendship through the churches, presented at the Oslo conference in 1928 of the International committee of historical sciences.

**Lynch, Frederick.** Shall we use our schools for breeding war. *Christian century* (Chicago) Dec. 2, 1926, v. 43: 1481-1483.

**MacDonald, William.** England's mighty effort. *Nation* (New York), Sept. 27, 1917, v. 105: 339-341.

Influence of American school histories not responsible for lack of warm feeling in America toward England.

**Malone, Thomas J.** History texts and American-Canadian amity. *Historical outlook* (Philadelphia) Dec., 1927, v. 18: 373-377.

**Manning, Leah.** History text-books and peace. *No more war* (London) Jan., 1930, v. 9, no. 11.

**Morgan, Arthur E.** A peace program for educators. *National education association. Journal*, May, 1930, v. 19: 151.

Plea for cooperation of national education associations in various countries, with the Committee on intellectual cooperation of the League of nations, in the creation of an impartial commission to improve history textbooks and the teaching of history.

**Munro, Dana C.** Character building through truthful history. *Current history* (New York) Feb., 1928, v. 27: 632-634.

**On the relation of the schools to military history** [letter addressed by Colonel O. L. Spaulding to Professor W. E. Linglebach, member of Joint commission of the American historical association on the presentation of the social studies, with letter of comment by General Pershing] *American historical review* (New York) July, 1923, v. 28: 701-704.

**O'Sheel, Shaemas.** The school histories controversy. *Commonweal* (New York) June 27, 1928, v. 8: 208-210.

**Pierce, Bessie L.** Propaganda in teaching the social studies. *bibliog.* *Historical outlook* (Philadelphia) Dec., 1929, v. 20: 387-389.

**The portent of "Bill" Thompson.** *Nation* (London) Nov. 5, 1927, v. 42: 178-179.

**Prudhommeaux, Jules J.** La paix par l'éducation, l'histoire à l'école. Paix par le droit (Nimes) Feb.-March, 1925, v. 35: 61-68, 99-107.

**Rühlmann, P.** Seelische abrüstung; ein beitrag zu dem kapitel: Politik durch das schulbuch. Preussische jahrbucher (München) Feb., 1928, v. 211: 203-215.

**Ruth, Hans.** Ein musterbeispiel englischer propaganda. Deutschlands erneuerung, (München) Sept., 1928, v. 12: 511-519.

“How Great Britain seeks to disarm the United States by means of a propaganda —tinctured history.”

**School histories with bunk, or de-bunked.** Literary digest (New York) Dec. 18, 1926, v. 91: 29.

**Schrader, Frederick F.** Chicago's schoolbook situation..... testimony. Progressive magazine (Chicago) Dec., 1927 and Jan., 1928, v. 11, no. 2-3.

**Schuyler, Robert L.** History and public opinion. Educational review (New York) March, 1918, v. 55: 181-190.

**Shotwell, James T.** Les enseignements de l'histoire et le problème de la paix. L'Esprit international (Paris) Oct., 1927, v. 1: 504-518.

**Should American history be hero-worship?** Two views of whether patriotism should excuse myths and errors. I. A plea for the unvarnished truth, by Walter Hart Blumenthal. II. Baseless slanders on great men, by Albert Bushnell Hart. Current history (New York) March, 1927, v. 25: 792-802.

**Sisson, Edward A.** The historical education of the American citizen. National education association. Journal, Feb., 1922, v. 11: 56-57.

**Some perils of war hysteria** [as found in text books in American history courses] Educational review (New York) Oct., 1923, v. 66: 168-170.

**Stephens, Henry M.** Modern historians and their influence on small nationalities. Contemporary review, July, 1887, v. 52: 107-121.

—Nationality and history. American historical review (New York) Jan., 1916, v. 21: 225-236.

“The historian is influenced by the prevailing spirit of his age, and he feeds the spirit of national intolerance today as his predecessors fed the flames of religious intolerance in days gone by”, p. 236.

**Steuben society of America.** The poison in American school books. Progressive magazine (Chicago) April 15, 1927, v. 10: 301-308.

**Striving to perpetuate the ancient grudge** [Reply of H. M. Watts; Rejoinder of R. J. Wasson] Spectator, Sept. 1, Oct. 20, and Nov. 17, 1923, v. 131: 278-279; 555-557; 735.

**Subordinating war in the textbooks.** School and society (New York) Aug. 1, 1925, v. 22: 148-149.

**Taft, Donald R.** Historical text-books as provocatives of war. Advocate of peace (Washington) April, 1925, v. 87: 220-228.

**The teaching of history, dedicated to the League of nations.** New era (London) April, 1930, v. 11, no. 42.

**Thomas, Augustus O.** The work of the World federation of education associations in promoting international goodwill and peace. Advocate of peace (Washington) Sept., 1928, v. 90: 572-577.

**Thompson, William H.** Small we shatter the nation's idols in school histories? [with reply to critics] Current history, Feb., 1928, v. 27: 619-625, 640.

The Mayor of Chicago replies to criticisms of the "treason-tainted school textbooks" issue in the mayoral campaign.

**Tryon, R. M.** Maps in forty-four textbooks in American history for the junior high school grades. School review (Chicago) June, 1925, v. 33: 428-443.

Show tendency to substitute charts of social progress for maps illustrating military maneuvers.

**Tyler, Lyon G.** Truth the basic test of history. Current history (New York) Feb., 1928, v. 27: 638-639.

**Ullrick, Laura F.** History textbooks still under discussion. American association of university women. Journal, June, 1930, v. 23: 187-191.

**Wallace, W. S.** Text-book poison in Canadian-American friendship. Bookman (New York) Feb., 1919, v. 48: 680-684.

**War banished from school books.** Literary digest (New York) Feb. 23, 1929, v. 100: 25.

**War in history teaching.** Times educational supplement (London) May 11, 1929, v. 732: 209-210.

**War in the textbooks.** Nation (New York) Sept. 17, 1924, v. 119: 277.  
Review of the study made by the Association for peace education.

**Wilson, Howard E.** The trial of William McAndrew [former superintendent of the Chicago public schools] American review of reviews (New York) April, 1928, v. 77: 405-416.

**Zimmern, Alfred.** The League of nations and the teaching of history. New era (London) April, 1930, v. 11: 71-72.



